

The Poisonwood Bible

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FINAL PROJECT

Now that you have discovered and learned more about your areas of intelligence, let's put your knowledge into practice!

- Create a project that represents YOUR areas of intelligence. What you actually produce will be determined by you and, if you choose, your group. See Ms. Bishop if you need specific materials or class time to present.
- Those who scored higher in INTERpersonal intelligence may prefer to work with a group (maximum four people). Those who scored higher in INTRApersonal intelligence will probably prefer to work alone or in a small group; you can choose!
- You will plan and create your project. You only need to produce ONE project if you work as a group, but everyone in the group must contribute.
- **Your project should show the conclusions you reach after investigating, discussing, and analyzing ONE of the Ten Tough Questions.**

This is the most important element! Show that you have read and thought deeply and thoroughly. Answer the question completely and confidently. Make it "HOT"!

- I will grade your projects on neatness, effort, individual participation in groups, the level of thought and innovation you have toward the tough question, and accuracy/thoroughness of your analysis.

INTRApersonal Intelligence **"Self Smart" people may enjoy:**

Keeping a journal or diary
Setting short/long-term goals
Learning why and how the content under study is important in real life
Describing his/her feelings about a subject
Evaluating his/her own work
Describing his/her personal strengths
Carrying out an independent project
Writing or drawing a personal history of his/her work
Creating his/her own schedule and environment for completing class work
Having silent reflection time
Being allowed to emotionally process information
Using Focusing and/or Concentration skills
Using higher-order reasoning skills
Complex guided imagery & "Centering" practices
Knowing about thinking & learning strategies (metacognition)

INTERpersonal Intelligence **"People Smart" kids may enjoy:**

Having a definitive work schedule and environment for completing class work
Sharing ideas and hearing other points of view in class discussions and brainstorming
Fast-paced class activities and games
Using speaking and presenting skills
Group work and team projects
Simple, clear directions
Organizing groups, leading, creating group rules
Group evaluations, peer revisions, etc.
Giving feedback to the teacher or to classmates
Intuiting other's feelings
Receiving feedback
Sensing other's motives
Teaching someone else something new
Learning from someone outside of school
Acting in a play or simulation
Conducting an interview

Verbal/Linguistic Intelligence

"Word Smart" people may enjoy

Writing letters, poems, stories, descriptions
Leading an oral discussion or debate
Creating audio recordings
Giving an oral presentation
Writing or giving a news report
Developing questions for, and conducting an interview
Presenting a radio drama
Creating a slogan
Writing their own story problems
Keeping a journal or diary
Storytelling
Telling or writing humor/Jokes

Logical/Mathematical Intelligence

"Math Smart" people may enjoy

Listing or organizing facts
Using deductive reasoning skills
Using abstract symbols and formulas
Solving logic and/or story problems
Doing brainteasers and word puzzles
Analyzing data
Using graphic organizers
Working with number sequences
Computing or Calculating
Deciphering codes
Creating or finding patterns
Hypothesizing/Conducting experiments
Creating timelines
Developing a game or video game
Creating a pamphlet of information
Writing or modifying a computer program
Writing an editorial or essay

Visual/Spatial Intelligence

"Art Smart" people may enjoy:

Creating charts, posters, graphs, or diagrams
Creating a Web page or PowerPoint project
Making a videotape or film
Creating pie charts, bar graphs, etc.
Making a photo album or scrapbook
Creating a collage
Making a mobile or sculpture
Designing a mindmap
Making a map
Using color and shape
Developing or using Guided Imagery
Pretending to be someone else, or something else

Bodily/Kinesthetic Intelligence

"Body Smart" people may enjoy:

Creating a dance or movement sequence
Role Playing
Using physical gestures to communicate an idea
Performing a skit or play
Making manipulatives
Building a model
Performing Martial Arts
Making a board or floor game
Putting together a puzzle
Creating and/or participating in a scavenger hunt
Performing a pantomime
Demonstrating sports games

Musical /Rhythmic Intelligence

"Music Smart" people may enjoy:

Writing or singing a curriculum song in the content area
Developing and/or using rhythmic patterns as learning aids
Composing a melody
Changing the words to a song
Finding song titles that help explain content
Creating a musical game or collage
Identifying music that helps students study
Using musical vocabulary as metaphors
Creating, designing, and building a musical instrument
Incorporating environmental sounds into a project or presentation
Using percussion vibrations
Showing or explaining tonal patterns

Naturalistic

"Nature Smart" people may enjoy:

Categorizing species of plants and animals
Developing an outdoor classroom
Collecting objects from nature
Making celestial observations
Using scientific equipment for observing nature
Initiating projects on the food chain, water cycle, or environmental issues
Predicting problems in nature related to human habitation
Joining an environmental/wildlife protection group
Finding/Reporting/Researching local/global environmental concerns
Building and labeling collections of natural objects from a variety of sources